

EMMANUEL COLLEGE

APPENDIX 1: TAILORED SUPPORT FOR STUDENTS



The various avenues of support offered by the College, which operate in conjunction with, and are part of, the College's *Behaviour and Discipline policy* are laid out below.

The specific supports that are used in the Sixth Form to aid exemplary conduct in the classroom are not detailed here. They are detailed in the Sixth Form Academic Diary and the *Sixth Form assessment, DS and SFC Use Policy*.

RFL Support

Context

A key aspect of students building character is trying their personal best in their academic work, and through this *building character in the classroom*.

Emmanuel College calls character in the classroom Responsibility for Learning, or RFL. It is explained via the RFL grid on p7.

Three times a year, in two interim reports, and in one annual report, each teacher gives each individual student an RFL grade, reflecting the student's responsibility for learning in their lessons over the previous term (see *Excellence in the Curriculum*). There are four grades:

- 1 – Outstanding Responsibility for Learning
- 2 – Generally good Responsibility for Learning
- 3 – Less than Satisfactory Responsibility for Learning
- 4 – Responsibility for Learning is a serious cause for concern

On the basis of termly RFL grades, and/or other concerns raised by the Head of Lower or Upper School respectively, students who need support and guidance in improving their RFL are placed on RFL Support.

How RFL Support works

RFL Support Stage detail	Why students are placed on this support
<p>Stage 1 – 'light touch' monitoring. Parents can log into Schoolbase to view a weekly RFL report, which is an RFL summary grade from each lesson, colour coded for guidance, and figures that show the overall average RFL progress of the student from week to week.</p> <p>Student's tutor talks through weekly RFL grades with student.</p> <p>Parents are informed by letter from the respective Head of School prior to their child being placed on RFL Support.</p>	<p>The judgement of the respective Head of School on the basis of all, one or some of the below:</p> <ul style="list-style-type: none">• A parental request for RFL Support;• An average termly RFL grade of over 2 on an interim/final report, reflecting sufficient concern in a number of subjects;• More general behaviour and/or academic concerns;• As an aid to mentoring or support;• Being First Called on average once or more than once a week.
<p>Stage 2 – as above, and if students receive 3 or more RFL grades that are less than satisfactory or cause for concern, they are issued with an RFL detention.</p>	<p>The judgement of the respective Head of School on the basis of an average termly RFL grade of over 2 on an interim/final report after a term of being on RFL Support Stage 1, reflecting growing concern across a number of subjects.</p>

<p>Parents are informed by letter from the respective Head of School prior to their child being placed on RFL Support Stage 2.</p>	
<p>Stage 3 – as above (Stage 2)</p> <p>Students carry a daily sheet with three clear specific targets reflecting the support each student needs. Every lesson, teachers fill in the sheet, giving a grade for each target.</p> <p>Students are monitored by a Pastoral Lead who takes in and gives out a student’s daily sheet.</p> <p>Students are given daily escalating sanctions, such as a code, if:</p> <ul style="list-style-type: none"> • they receive 3s or 4s on a previous daily sheet; • if they lose their sheet; • if they do not get their sheet filled in by every teacher; • if they do not get their sheet signed by their parent. <p>Students are placed on Stage 3 following a parental meeting with the Head of School.</p>	<p>The judgement of the respective Head of School on the basis of a student who has been on Stage 2 RFL Support for at least a term and is not showing sufficient improvement or whose RFL and/or conduct in lessons is getting significantly more concerning.</p> <p>A student is on Stage 3 for initially a limited time. At the end of an agreed period, Head of School reviews the progress of the student on Stage 3 and decides either:</p> <ul style="list-style-type: none"> • The student stays on Stage 3 since this is helping them improve their RFL and overall conduct; • The student is removed from Stage 3 due to significantly improved conduct and RFL; • A student is placed on a PSP (see below).
<p>PSP (Pastoral Support Plan) (SMT support) - as above (Stage 2)</p> <p>Students remain on a daily sheet, with more specific and restated targets and report to a designated senior member of staff.</p> <p>There are three parental meetings (at start of PSP), a six week review and a final review at 12 weeks. The meetings are with the Head of School or in more serious cases, the Vice Principal. Prior to each of these meetings, teachers are asked for a progress report. During the meetings, the student’s progress against target and conduct in lessons is discussed.</p> <p>Students are placed on a PSP following a parental meeting with the Vice Principal.</p>	<p>The judgement of the respective Head of School and/or Vice Principal after a student who has been on Stage 3 RFL Support for an agreed length of time is not showing sufficient improvement or whose RFL and/or conduct in lessons is getting significantly more concerning.</p> <p>At the end of the 12 weeks, the student will be either put down to Stage 3 or 2 RFL Support or referred to the Principal.</p>
<p>Principal Referral</p> <p>This would necessitate a formal meeting between the Principal, Vice Principal, student and parent in order to discuss the best way to support the student moving forward. This meeting could have multiple outcomes including:</p>	<p>The judgement of the Vice Principal on the basis of a student who has been on PSP and is not showing sufficient improvement or whose RFL and/or general conduct in lessons is getting significantly more concerning.</p>

<ul style="list-style-type: none"> • Mechanism puts in place to place the student on a Managed Move in another Local Authority school; • A specific or general final warning for conduct; • A student placed on an IBP (Individual Behaviour Plan) directly accountable to the Principal or Vice Principal; • Step 1 or 2 ALP Support (see below). 	
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Other forms of Head of School support

The Head of School, working closely with their Pastoral Leads, might consider other forms of support. These could include:

- One-to-one or group **mentoring** by a pastoral lead or Student Welfare Officer or other appropriate member of staff;
- Referral to the Student Support team for more **individualised welfare support or provision**;
- **Homework Support** (for KS4, this involves placing students in Rm4 after College 4-5pm for an agreed amount of time each week). For KS3, this involves recommending that students work in **homework club**. Rm4 is a quiet form of homework support in which students work quietly on computers or behind desks under the supervision of a member of the Upper School pastoral team. Rm4 support is also used as an opportunity to mentor and/or academically support students as required. Homework club is focused on Year 7 and 8 students and is a warm and welcoming environment in which sixth formers and LSAs aid students in their homework. IT resources are available to support students;
- A **parental meeting** to discuss specific concerns.
- **Homework and Behaviour detention and First Call support**. Heads of School monitor detention rates and numbers closely, as well as the number of First Calls a student receives. A concerning number of detentions per week or multiple First Calls usually ensure a student is placed on RFL Support, as detailed above. Further to this, any student who gains a significant number of **homework or behaviour detentions (excluding RFL), across two terms, or has imultiple First Calls across a half term** has a letter sent home immediately detailing these concerns following the 'trigger point' being reached and parents are asked to meet to discuss the issue further.

ALP Support

The AVP (Student Support) oversees the College's Student Support Service. This includes specialist provision for students with **SEND needs**, students who need **welfare support** because of safeguarding or emotional, mental and physical health needs, and students who need **temporary specialist alternative educational provision** due to them not being able to conduct themselves in an exemplary way in normal lessons. This might be because of challenging circumstances inside or outside College or because a student's particular needs, whether SEND or health or social or behavioural, requires alternative provision for them to make academic progress, grow in character and learn skills to help them re-integrate back into the normal lesson timetable. This provision takes place in the ALP (Alternative Learning Provision) room and is called ALP Support.

This is not a form of referral, which is an immediate sanction for poor conduct, although time in referral and/or associated concerns could lead to a student being recommended ALP provision support.

The College's provision for SEND students is detailed in the College *SEND Policy*.

How ALP Support works

<p>Emergency ALP provision</p>	<p>A student’s presence in lessons, for different reasons, could create confrontation or result in extremely poor conduct.</p> <p>In consultation with the AVP (student support) and the Head of School, the student spends a short period of time, no more than that College day in the ALP room, receiving ALP Support.</p> <p>If it is judged by the Head of School that more ALP Support is necessary, then the student moves to Step 1, 2 or 3 ALP Support.</p> <p>Parents are contacted by letter and phone to notify them of this support.</p> <p>Because of the ‘emergency’ nature of this form of ALP provision, the complete package of support and work might not be as readily available as when students are in Step 1, 2 or 3. However, work enabling the student to make academic progress would be provided.</p>
<p>Step 1 ALP provision</p>	<ul style="list-style-type: none"> • A student is identified by the Head of School, the AVP (student support), Principal or Vice Principal as a student who would benefit from Step 1 ALP provision; • After liaising with and under the agreement of the AVP (student support) a timetable is constructed by the appropriate member of staff in consultation with the student and Head of School whereby the student spends periods during the week working in the ALP room under the supervision of the LSAs and Student Support Officers; • Parents are contacted by letter and phone to notify them of this support. • This support can continue for an indefinite period or can result in: <ol style="list-style-type: none"> 1 - Support being escalated to Step 2 ALP provision. 2 - Student re-enters their full lesson timetable because of progress made whilst in the ALP.
<p>Step 2 ALP Support</p>	<ul style="list-style-type: none"> • A student is identified by the Head of School, the AVP (student support), Principal or Vice Principal as a student who would benefit from Step 2 ALP Support; • After liaising with and under the agreement of the AVP (student support), the student is brought to the ALP room and works there full time under the supervision of Student Support Officers and LSAs and other professionals if necessary for no less than half a day and no more than two days; • Parents are contacted by letter and phone on the first day of ALP Support to notify them of this provision; • At the end of Step 2 ALP Support, a review meeting is held with all those who have worked with the student and chaired by the AVP (student support). This review meeting has several outcomes in view of the student’s progress whilst in the ALP: <ol style="list-style-type: none"> 1 – The student re-enters their normal lesson timetable or Step 1 ALP Support because of progress made whilst in the ALP. 2 - The student’s lack of progress thus far ensures they remain in the ALP for one more temporary and immediate session of Step 2 ALP provision (<i>note: this can only happen once. Following a second review meeting, only outcome 1 and 3 can now be enacted</i>). 3 - The student’s lack of progress and associated longer term concerns about their focus and conduct in lessons ensures a move to Step 3 ALP provision.

<p>Step 3 ALP Support</p>	<ul style="list-style-type: none"> • A student is identified by the Head of School, the AVP (student support), Principal or Vice Principal as a student who would benefit from Step 3 ALP Support or a student who is nominated Step 3 ALP Support following a Step 2 review meeting. • After liaising with and under the agreement of the AVP (student support) the student is brought to the ALP room and works there full time under the supervision of Student Support Officers and LSAs and other professionals if necessary for no less than a week and no more than three weeks; • Parents are contacted by letter and phone on the first day of ALP provision to notify them of this support and are invited in for a meeting to explain the programme of education and support. This meeting will be chaired by the AVP (student support) and/or the Head of School. In some cases, it is necessary for a meeting to happen before this provision is put in place; • At the end of Step 3 ALP Support, a review meeting is held with all those who have worked with the student and parents and chaired by the AVP (student support). This review meeting has several outcomes in view of the student's progress whilst in the ALP: <ul style="list-style-type: none"> 1 - The student re-enters their normal lesson timetable or Step 1 ALP provision because of progress made whilst in the ALP. 2 - The student's lack of progress thus far ensures they remain in the ALP for more Step 3 ALP provision with a review meeting set and an agreement between all parties, including parents, of how long the student will work in there. 3 - If 2, then other options could be considered including: <ul style="list-style-type: none"> ▪ An IBP overseen by the Principal or Vice Principal. ▪ Specialist coaching or counselling or referral to other appropriate professionals. ▪ An EHCP (if appropriate). ▪ A Managed Move to another Local Authority school. ▪ A temporary or permanent exclusion if conduct is especially concerning and no progress has been made.
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What does ALP support consist of?

- A **quiet and focused space** where students can make academic progress through the curriculum with one-to-one support. It is not a silent area and students are normally allowed to be their year groups at break and lunch, although this is dependent on conduct in the ALP room and the particular provision and context of each student;
- A place where a student's **exemplary conduct** in line with the high expectations of the **Student Code of Conduct** is expected at all times and that if they do not, they would be subject to normal procedure in line with the *Behaviour and Discipline Policy*;
- A space where a **bespoke timetable**, designed by Student Support Officers, in conjunction with the student's teachers and Head of School would allow the student to allow work through the curriculum appropriately via IT resources, textbooks, worksheets and anything else to help them make academic progress. The student would be supervised by the LSAs and/or Student Support Officers, working closely with the student's teachers. On occasion, the student's teachers, as agreed in the timetable, would provide one-to-one tuition. The space would be resourced with all appropriate schemes of work and other resources needed to succeed in working through the scheme of work;
- A space **where emotional and specialist** support and mentoring, provided by staff from the Student Support team or outside agencies as appropriate, would be provided tailored to the student's particular needs.

Responsible Learners		Excellent	Good	Less than Satisfactory	Serious Cause for Concern
		1	2	3	4
Attitude	<i>Enthusiasm</i>	I love to discover new things, so my work often goes beyond what the teacher expects.	I like to do a good job, especially when I know my teacher is going to check my work.	Sometimes it takes me a while to get going with my work and I need the teacher to push me.	When I find it hard to get on with my work, I can't be bothered and give up.
	<i>Risk Taking</i>	I am always prepared to try out demanding tasks or skills and don't mind if I get it wrong at first.	I will try demanding tasks and skills when there is a good chance of success.	I need to be confident before trying demanding tasks. I might give up if I find something difficult.	I don't like making mistakes, so unless it's easy I make excuses to get out of work.
	<i>Serving others</i>	I can see others' needs and will meet them instinctively.	I volunteer to do things without being asked.	I don't volunteer my help and will only do something if asked.	I expect others to help me and do things for me in class.
Engagement	<i>Enquiring</i>	I always ask my teacher and other students questions because I want to learn more.	I ask questions of my teacher and other students when I have a query or need help.	I am reluctant to ask questions in class, even if I am finding the work difficult.	I don't ask questions in class, even when I am stuck, because the work doesn't interest me.
	<i>Listening</i>	I enjoy hearing what others have to say, and they can tell I value their view.	I listen carefully to the teacher and other students.	I sometimes lose focus and stop listening to the teacher or other students.	I find it hard to listen to what my teacher or other students are saying and interrupt a lot.
	<i>Expressing</i>	I am able to think for myself, and I express myself clearly and creatively.	I am able to think for myself and let others know my views.	I write down what the teacher says but rarely express my own thoughts.	I expect the teacher to tell me what to think, say and write.
Organisation	<i>Time management</i>	I always meet deadlines and plan ahead without the need for reminders.	I am able to meet deadlines and organise my workload well with few reminders.	Sometimes I leave things until the last minute and struggle to meet deadlines even though I have been reminded.	I often miss deadlines and would not get the work done without detentions.
	<i>Team work</i>	I am able to bring out the best in others when I work in a team.	Teams I am in do well because I work hard at doing what I am good at.	When I am in a team, I leave others to do the work.	To be honest, the team would get more done without me!
	<i>'Self-starter'</i>	I complete tasks without fuss, and seek out advice on how to achieve my personal best.	I get on with my work without having to be told twice, and I pay attention to feedback in order to improve.	I need a reminder to get on with my work and don't listen to the feedback given to me.	I often need the teacher or others to stop me wasting my time and other people's.